Writing Narratives

In this lesson, students will use a graphic organizer for narrative writing.

Grade Level: 3 - 5th

Subject: English/Language Arts

Length of Time: About 45 Minutes

Common Core Alignment

CCSS:ELA-LITERACY.W.4.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Objectives & Outcomes

Students will be able to play, revise, and edit a narrative piece of writing.

Materials Needed

- narrative examples
- white board
- dry erase markers

Procedure

Opening to Lesson

Students will write a fable of their own for the summative assessment. (The teacher should use a narrative graphic organizer that has already been introduced.) The teacher will review the elements of the fable and have those elements projected for all students to see.

Body of Lesson

Direct Teaching

Review your ‘Writing a Fable Rubric’ and begin the graphic organizer with the students, so they know how their writing will be assessed.

Guided Practice

Student will plan and draft their fable using the graphic organizer presented.

Independent Practice

Students will revise and edit their fable by sharing with a partner. With fable in hand, students will randomly walk around the classroom until they are cued by the teacher. Once
cued, students will find a partner by slapping hands, and then students will read their fables to each other. This process can be repeated as many times or over as many days as the teacher would like.

**Closing**
Once students have written their first draft, as well as revises based on suggestions and comments from their peers, students will meet with the teacher. Comments and or questions to state or pose during a revision conference include any of the following: What other words can we use to describe __? What else can the author write to make that point in the story?
Where in the story can the reader see some character traits of __? What descriptions of your setting create a mood in the story? After listening to your fable being read aloud (teacher reads, student listens) what did you notice? How can the moral of the story be more evident? What does the dialogue reveal about the characters in the story? Where in the fable is there a lapse in sequence?

**Assessment & Evaluation**
Through guided questions, close monitoring and informal observation; the teacher will be able to assess student’s ability and understanding of the subject being introduced. Through individually assessing during independent practice and reviewing during guided practice the teacher will be able to evaluate students.

**Modification & Differentiation**
Students can tape their final fables before actually publishing them to help them organize their story ideas. Students can also have a scribe for their final fable. Students can work in groups of three instead of two during the Guided Practice when they are sharing answers and discussion.

**Related Lesson Plans**

**Web of Ideas**
This lesson will allow students to practice reading out loud and determine character traits of various characters.

**Collaborative Questioning**
Students will read a teacher selected, standards-based science or history text. Students will then develop questions based on Costa’s levels of questioning to encourage collaborative discussion of the reading.
What is a Verb?

Students will be able to define and give examples of verbs by telling about how they celebrate their birthdays.

Parts of Speech BINGO

Students will recognize and identify basic parts of speech: preposition, noun, verb, adjective through a simple game.